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Hopkins, Edwin Mortimer

The labor and cost of the  
teaching of English in...

[Chicago]

1923

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# The Labor and Cost of the

## Teaching of English

In Colleges and Secondary Schools

with especial reference to

### ENGLISH COMPOSITION

308

Z

12 x 14

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Survey begun by a committee of the Modern Language Association of America and continued under the joint authority of the National Council of Teachers of English, the National Education Association, and the United States Bureau of Education.

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SIXTEENTH EDITION  
Revised and Extended

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*Compiled by*  
EDWIN M. HOPKINS, UNIVERSITY OF KANSAS

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*Published by the*  
NATIONAL COUNCIL OF TEACHERS OF ENGLISH  
1923

## GENERAL ACCOUNT OF THE SURVEY

In December, 1909, at a meeting of the Central Division of the Modern Language Association of America held at Iowa City, a committee was appointed to investigate and report at the next meeting of the section upon the conditions of English composition teaching in high schools and college freshman classes. It was to ascertain if possible the proper amount of theme writing to be required, the best way of dealing with student manuscript, the necessary time, equipment, and number of teachers, and the relation of these data to a proper standard of efficiency. The report was presented at the St. Louis meeting of the Central Division, December 29, 1910, adopted by the section, recommended for publication, and the committee was continued and requested to make, if possible, a comparison of the conditions of English teaching with those of other subjects in secondary schools.

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From April to November, 1911, were published and distributed twelve thousand copies of the preliminary report of 1910, with requests for corrections and for supplementary comparative information. The immediate results were insufficient; but the work in progress was endorsed by the National Council of Teachers of English at its organization meeting at Chicago, December 1, 1911, and the committee was enlarged to include Council representatives. A report of progress was made at the Chicago meeting of the Modern Language Association, December 29, 1911, and the Association made an appropriation for the expenses of the survey to that date.

In the following year further questionaries were issued to obtain comparative data as to the teaching cost and also the equipment cost of English and other subjects. These were distributed through the *English Journal* and through the courtesy of state superintendents and of state high school inspectors. On October 23, 1912, the work received the endorsement of the Executive Committee of the National Education Association, and by that committee was recommended for attention by the United States Bureau of Education. A summary of results relating to high schools was presented before the National Council of Teachers of English at Chicago, November 20, 1912, and before the English Section of the Modern Language Association at Indianapolis, December 27, 1912. After the last named meeting, the committee which for one year had been acting jointly for the Council and the Association was continued as a Council committee and requested to obtain similar data as to colleges.

The Executive Committee of the National Council further recommended that the survey be extended to include the study of the conditions and the teaching efficiency of elementary-school English and that the membership of the survey committee be increased for this purpose. In June of 1913 the United States Commissioner of Education gave formal approval to the work already done and the further plans of the committee, authorized the proposed extension of the survey, and appointed its chairman a special collaborator of the Bureau of Education, thus providing for the necessary expenses of printing and postage.

In December, 1913, was published a second incomplete report embodying the results obtained up to that time and announcing the plans for the proposed survey of elementary-school English. Two years, 1913 to 1915, were required to complete the organization of this additional survey, issue and collect questionnaires and begin tabulation.

In August of 1915, a special report of progress was made at the Oakland, California, meeting of the National Education Association; and in October of that year the Executive Committee of that Association made an appropriation to aid in the tabulating and continued to do so each year thereafter to 1919. A partial report on elementary-school English was prepared for the Pittsburgh meeting of the National Education Association in July of 1918, but publication was withheld until the work should be completed. Reports of progress were made each year to the National Council of Teachers of English, and a final report was made in summary to the National Education Association at its Des Moines meeting of July, 1921.

Since 1915, the entire available time of the committee has been given to the tabulating of the elementary school material, while the college and high school data were held that the survey might according to plan be submitted as a whole to the Bureau of Education. The statistical part of this work has of necessity been handled in a single office under the personal supervision of the chairman; the rest of it has been carried through with the invaluable and unpaid assistance of a number of volunteer workers, not all members of the committee, without whose painstaking and generous aid the task could never have been finished.

At first it was estimated that this tabulating would take five years; but a further delay of a year was occasioned by the illness of the chairman, with the ultimate result that when the report was finally presented to the Bureau in 1921, it was ruled that it could not be accepted for publication because of the lapse of time since the material was obtained.

The committee and its advisers in the beginning recognized and regretted that it would take years to carry through an undertaking of such magnitude; but it fully believed that the value of the results would thereby be lessened but slightly if at all, since the chief end in view was, if possible, to discover and establish general principles in a field never before touched which would find specific application in later studies at particular times and places. Indeed it seems more than probable that, in the general course of events accompanying and resulting from the world war, the general conditions and results of teaching have as yet changed little if at all for the better; and that in particular those of the teaching of English have, as shown in this report, changed very much for the worse. For this reason the results of this survey may be of special service at this very time because of the useful light they may throw upon some of the problems and needs of educational reorganization that are fundamental and of compelling public interest.

The committee has therefore sought for other avenues of publication, and in doing so has found it advisable to divide its material into sections. The very extended elementary school section will be subject to further regrettable delay;

regrettable because of the evidence presented that elementary school English suffers under the same handicap as does that of the high schools and colleges. The college and high-school section is herewith offered through the generosity of the National Council of Teachers of English and of many friends of that organization.

#### LISTS OF COMMITTEES AND CO-WORKERS

##### Committee of 1909 of the Modern Language Association of America, Central Division

F. G. Hubbard,  
University of Wisconsin.  
A. B. Noble,  
Iowa State College.  
J. M. Thomas,  
University of Minnesota.

H. G. Paul,  
University of Illinois.  
E. M. Hopkins, Chairman,  
University of Kansas.

##### Joint Committee of 1911 of the Modern Language Association and the National Council of Teachers of English

F. G. Hubbard,  
University of Wisconsin.  
A. B. Noble,  
Iowa State College.  
V. C. Coulter,  
Warrensburg, Mo., Normal School.

J. M. Thomas,  
University of Minnesota.  
H. G. Paul,  
University of Illinois.  
E. M. Hopkins, Chairman,  
University of Kansas.

##### Committee of 1912 of the National Council of Teachers of English

All members of the 1911 committee continued, and the following names added:

Adelaide S. Baylor,  
Department of Public Instruction,  
Indianapolis, Indiana.  
F. S. Camp,  
William Street School,  
Stamford, Connecticut.  
Superintendent M. G. Clarke,  
Sioux City, Iowa.  
I. E. Goldwasser,  
Public School 62, Intermediate,  
New York City.

E. L. Miller,  
Central High School,  
Detroit, Mich.  
Lucy B. Moody,  
Allegheny High School,  
Pittsburgh, Pennsylvania.  
Assistant Supt. E. O. Roberts,  
Cincinnati, Ohio.  
Elizabeth M. Sherman,  
Dewey School,  
Oakland, California.

O. B. Sperlin,  
Moran School,  
Rolling Bay, Washington.

##### Committee of 1915 of the National Education Association

J. O. Engleman,  
Superintendent of Schools,  
Decatur, Illinois.  
E. M. Hopkins, Chairman,  
University of Kansas.

Frances Jenkins,  
Associate in Education,  
University of Cincinnati.

## ENGLISH TEACHING IN THE HIGH SCHOOL

## Results of the Survey in General Summary

(Compare with the college statement, page 20.)

A. As to the labor of composition teaching; the physical, mental, and material factors, with incidental comparison of other subjects.

1. According to the usual standards of method, amount of written work and number of pupils assigned, the corresponding theme-reading labor of a secondary-school English teacher is, like that of the college teacher, two and a half times the limit of physical endurance without undue strain.
2. The usual standards and conditions as shown by the average of reported general practice are these:

English composition is required of all high school students during all or the greater part of their course.

Training in both written and oral expression in equal proportion is necessary, with individual criticism and correction of each exercise by the instructor. Written exercises should be corrected in writing or in conference.

The amount of written work required of each student averages about 400 words a week.

Written exercises can be criticised and corrected by an instructor at the average rate of about 2,000 words an hour.

The limit of full efficiency and the beginning of undue strain in theme reading is as in college about two hours a day or ten hours a week.

The average number of pupils assigned to a high school composition teacher is above 125\*, requiring in accordance with other standards and conditions named more than 25 hours of theme reading weekly.

This number of pupils is greater than the corresponding assignment in any other high school subject.

The time necessarily spent by an English instructor in theme reading and in consultation is commonly not taken into account at all in determining the number of his classes and teaching hours.

3. As in colleges (see p. 21), these standards and conditions are contradictory and cannot be reconciled. The results of attempting to do so are these:

The labor of English teachers becomes much heavier (25 to 150 per cent) than that of teachers of other subjects, even when high efficiency is necessarily sacrificed to lessen that labor.

The results of their work are unsatisfactory and are made the subject of general complaint.

\*See page 9 and footnote.

The most conscientious and efficient teachers endanger their health and are frequently compelled to stop teaching, temporarily or permanently.

4. Necessary or recommended changes are—

To make the number of pupils taught instead of the number of teaching hours the standard of teaching duty. Without other changes that number would have to be for maximum efficiency about 50 to the instructor, depending on the conditions in individual cases. (See illustrative statement, page 9.)

To count as laboratory work all time spent in conference and in theme correcting, and to make full allowance for it on an equitable basis.

B. As to the comparative cost of teaching high school English and other high school subjects.

1. In secondary schools, as in colleges, English in proportion to the number of pupils taking it costs less than any other subject, and the unit teaching cost of one pupil for one year is about seven dollars. The next subject in order costs 14 per cent more.

2. Because of its greater number of pupils, the average total teaching cost of secondary school English exceeds that of any other subject compared, Science approaching it most nearly (96 per cent). Including equipment cost with that of teaching, the average total budget of English is about five per cent less than that of Science.

3. In average student enrollment, English is 25 per cent above any other subject, and in the average number of students per instructor it is about 11 per cent above any other subject.

4. To reduce the number of pupils assigned to an English instructor to the upper limit of efficiency, might require an increase in unit cost of 65 per cent, and would make the total budget cost of English greater than that of any other subject; but its average unit cost would still be ten per cent below that of the average unit cost of scientific and vocational subjects.

## Data and Methods of the Secondary School Survey

The beginning survey of 1909-1911 used practically the same questions as were sent to colleges (pages 24-28) with the same end in view—to determine the conditions of English composition teaching with only incidental comparison of other subjects. These questions were sent to ten or fifteen of the leading high schools in each state, about six hundred in all. Replies were received from 93 high schools, chiefly the larger ones, including in their faculties 552 English teachers, and belonging to 25 states, mostly in the East and Middle West. Supplementary data were afterward obtained from 122 English teachers representing about 30 schools, making a total of 123 schools and 624 teachers. These replies required only ordinary tabulation; see pages 8-11.

The results of this preliminary survey were published in 1911, and 12,000 copies were distributed with requests for additional information upon two points

that would make possible a comparative statement of the cost and the labor of teaching other subjects in relation to that of English. As but 40 replies came in to these impersonal queries, a supplementary survey was undertaken in 1912 to press the inquiry farther and if possible to obtain data as to the comparative cost of teaching equipment in high-school subjects. The subjects named were English, Latin, German, Mathematics, History, Physics, Chemistry, Botany, Domestic Science, Manual Training, and Commercial Training, and the questions were in substance as follows:

*Number of teachers in each subject (fractions for part time).*

*Number of classes in each subject.*

*Annual salary cost of each subject (fractions for part time).*

*Number of pupils in each subject.*

*Annual salary cost for each pupil.*

*Weekly labor of teaching in each subject (including as separate items recitations, laboratory, assembly, consultation, theme reading, reports and examinations, preparation, other duties.)*

*Total equipment cost, and annual increase for each subject.*

These questions though apparently simple were not easy to answer, and only 130 replies came in to 3,000 questionnaires; but these were reasonably full and satisfactory. Further replies came in afterward from two special state investigations, including 91 and 74 schools, respectively, so that in all material was received from 335 schools averaging about ten teachers each (187 averaging 10.85 teachers each). Many reports, however, were incomplete or otherwise defective, and for this reason in the tabulation is indicated the exact number of schools or teachers reporting on each point. The general method of the tabulation with the detailed results are shown on pages 11-17.

#### Detailed Results of the High School Survey

A. As to the labor of high-school English composition teaching, with incidental comparison of other subjects (summary page 6). Statements nearly the same as those for colleges, pages 24-29.

*Is theme-writing necessary in English composition teaching?*

Same answer as for colleges; theme-writing is necessary and should receive equal attention with oral exercises.

*If theme-writing is necessary, how much of it is done under existing conditions, and should it be increased?*

Theme-writing in high schools averages about 380 words a week during the year, and should be increased to 430 words a week, with equal attention to oral exercises.

*What should be done with the manuscript, and what is the actual disposition of it under existing conditions?*

Every written exercise should be carefully read, and besides class discussion it should be criticised either in writing or in conference with the individual writer. About one-third of all written exercises need to be rewritten, and these should be re-examined.

As to actual practice, some high-school instructors read all themes received up to the limit of 40 hours a week, six to eight hours a day (or night). Others

read such a part of it as they conveniently can, and destroy the rest or return it unread. The majority read it all hastily, without giving proper attention to any of it.

*How fast can themes be read?*

The average reading rate for high school instructors exclusive of about ten per cent of the most highly skilled is approximately 2,100 words an hour, or including all instructors, 2,500 words an hour. For really thorough work, the average rate for all instructors is about 1,950 words an hour. For rereading manuscript that has been revised and rewritten, the high-school rate is 60 per cent faster than this. If oral conference be substituted for written criticism, the high school data show a rate slightly less than for written criticism.

*For how many hours a day and week can themes be read, with or without lessening of efficiency?*

For high or maximum efficiency the limit is two hours a day. Fair efficiency may be maintained for a limited time, about three months, at about three hours (2.77) a day, and then begins to decline. Under existing conditions, high-school teachers with a teaching schedule of from five to seven (usually six) periods a day read manuscript for an average of sixteen hours a week, even then leaving much or most of it unread. In high schools, 392 teachers out of 499 find it physically impossible to read all manuscript received.

*What are the results of such conditions?*

Scarcely a handful of secondary-school English teachers feel that they have a reasonable chance of continuing in their work for more than a limited period without the sacrifice of health. As victims of "overstrain" they "break down," "collapse," are "hopelessly weary and discouraged," are "completely exhausted," propose to "give up English," suffer from "nerves" and "nervous prostration," and become "physical wrecks." In the files of the committee are authenticated instances of still more serious results.

*What number of students can one teacher train with proper efficiency?*

This question may be answered by computation as well as from reports. If a teacher, according to preceding data, can read manuscript at the rate of 2,000 words an hour for five days a week, and if his pupils write 400 words a week each, the proper assignment in his case is 50 pupils; but if he read two additional hours on Saturday that number may be increased to 60.

If an instructor can read at a 2,500 word rate for 15 hours a week, then at an average of 400 words a week that instructor can care for 94 students with fair efficiency, until, after an average of three months, the strain begins to tell. Independently of these computations, the individual statements of 397 high-school teachers indicate 81 pupils as the average upper limit of proper assignment to a single teacher. When a proper number of pupils is assigned, the number of recitation hours may practically be left out of account as a matter that will adjust itself.

*How far is the proper number exceeded under existing conditions?*

The reports of 530 secondary-school English teachers show an average of 128.6 pupils each\*. The maximum number reported by a single teacher is 250

\*A report dated October, 1922, and published by the New York City Association of Teachers of English (address 60 West 13th Street) shows that in about 130 high schools

pupils and 340 teachers report an average of 134 pupils each. For a teacher to read the themes of the average number of pupils assigned, each pupil writing the average amount weekly, would require more than 25 hours a week. As in colleges, the average number of pupils assigned to a single teacher is two and one-half times the proper number for full efficiency, and the theme-reading time is two and one-half times the proper amount and double the high pressure limit.

*What else is essential for successful work?*

Same answer as for colleges: limitation of number of pupils, some literature teaching with that of composition, recognition and respect of English work by school authorities, the support and co-operation of other teachers and of school officers, equal pay with that of other teachers, opportunity for personal work with individual pupils, and observance of the actual limitations of time and strength. Neglect of some or all of these essentials except the second is perhaps more general in secondary schools than in colleges.

Further questions and replies are presented in condensed summary; all are closely analogous with those of colleges.

*What is done with excess manuscript that cannot be read?*

Replies: Skim it, 33 high schools; destroy it, 19; credit it unread, 10. Some high schools use it as far as possible in general class discussion.

*On what is the stress placed in criticising manuscript?*

Replies, same as for colleges: Heavy stress on spelling, punctuation and sentence form; lighter on paragraphing; lighter still on general structure; little on personal qualities, and least on artistic qualities.

*What is the estimate in number of words of a year's work in theme-reading, and of writing corrections and criticisms, for a single instructor?*

Replies averaged: For theme-reading, 1,570,000; for writing criticisms, 133,000.

*Is composition teaching unduly burdensome?*

Replies: Yes, 401 teachers; no, 47 teachers. (A significant ratio of more than 8 to 1; compared with the college ratio of a little above 2 to 1, page 27).

*Can you obtain satisfactory results?*

Replies: No, 279 teachers; yes, 151. Ratio, 1.8 to 1.

*If results not satisfactory, why not?*

Replies: Because of large classes, overwork, lack of time and strength for necessary theme-reading.

*What are the proper conditions for efficient and successful work?*

Replies: Number of pupils to a teacher not to exceed 80; number in a section, 20; three or four recitations weekly for each section; proportion of oral to written exercises, 50 per cent each; average number of words of written exercises weekly, 400 to 450; all to be thoroughly criticised and rewritten when necessary. In addition to time for theme-reading, an allowance of at least five hours weekly for consultations with individual pupils every two or three weeks for an average of 15 minutes each; the proportion of reading time to consultation to be adjusted

in more than seventy of the largest cities in the United States, the median pupil load for an English teacher in cities exclusive of New York is 137, and in New York City 180; and that it tends to increase as the number of pupils of foreign parentage increases. In other particulars also that report confirms the data of the present one.

to the needs of the situation. All rewritten exercises to be re-read, with or without further criticism.

*Should a composition teacher teach composition exclusively?*

Replies: No, 71 high schools; yes, 5 high schools. Ratio, 14 to 1.

*Is any allowance made for manuscript-reading and for conferences?*

Replies: None at all, 43 high schools; some, 25 high schools.

*If any such allowance is made, what is it?*

Replies, averaged: One period a day, five a week, counted as teaching time. (Preceding data show that this work actually requires an average of 16 hours a week, and would require 25 hours, five hours a day, if it were fully done).

*Is this allowance fair, and if not, what would be fair?*

The allowance is not fair because excessive theme-reading is harder work than teaching. The average of the reports from 165 teachers indicates that a fair allowance for theme-reading would be two periods a day deducted from teaching time, with corresponding essential reduction in number of pupils assigned. (This agrees with preceding data.)

*How does the labor of composition teachers compare with that of teachers of other subjects?*

Further data on this point will be found in the next section. Replies to this question were usually general, to the effect that the work of an English teacher is two or three times as heavy as that of any other teacher; that is it would be if it were possible to do it. The average of the specific answers makes the proportion of English composition labor to that of other subjects 1.75 to 1, with the occasional exception of science. This is the same as the college answers.

*What as to status and pay of English composition teachers?*

Replies: Of 427 high-school teachers, more than half (220) are intending to change their profession because of discouragement. The rest (207), usually in larger schools and presumably better paid, intend to continue, with the same qualifications made by college instructors (page 28)—they have been specially trained for the work, enjoy it in spite of its hardships, slight it when they must, and always "hope for better things." The pay of English teachers is never more than that of others, and in 17 high schools out of 82 (ratio almost 1 to 5) they are paid less. In many schools the subject of English is still regarded as of minor importance, requiring no special skill or training, and to be assigned to "anybody" who has nothing else to do; that is, the subject and its teachers are not regarded with respect.

For the results of the later special endeavor to make a study of the labor of teaching other subjects in specific and extended comparison with that of English, see the next section, pages 16-17.

B. As to the comparative cost of teaching high-school English and other high-school subjects, with some further and more specific data as to comparative labor.

## 1. Comparative Teaching Cost

Table I, except the last column, is based upon the direct answers to the questions listed on page 8. These replies when averaged were then checked and confirmed by comparison with the average of a number of official state reports issued by educational authorities. As in the case of the preceding college tables, these data are presumably more conclusive as to relative than absolute costs; however, as the table shows, the results for English are based upon a much larger number of sources than most of those for other subjects; and the stated unit cost of English is perhaps not far from the correct average for all secondary schools at the time when the reports were made.

TABLE I.

Subject	Number of Schools Reporting	Avg. Number of Teachers in Each	Avg. Total Salary Cost	Avg. Total Number of Pupils	Avg. Number of Pupils to a Teacher	Unit Cost For One Pupil
English . . . . .	228	2.09	1797.6	273.89	122	\$ 7.05
Latin . . . . .	191	1.103	858.33	92.25	82	9.49
German . . . . .	154	.964	869.33	88.65	90	10.02
Math . . . . .	185	1.858	1651.39	211.20	110	8.08
History . . . . .	182	1.177	1011.29	130.54	107	8.03
Physics . . . . .	153	.53	523.17	33.48	72	13.71
Chem. . . . .	108	.52	563.47	34.96	63	17.20
Botany . . . . .	143	.484	348.01	32.76	84	8.56
Dom. Sci. . . . .	75	1.058	854.33	72.80	85	9.50
Man. Tr. . . . .	89	1.272	1429.8	73.63	74	15.19
Commerc. . . . .	116	1.552	1600.17	178.64	96	10.74
All Sci. . . . .	State Reports		1725.69	158.85		10.86

The figures of this table are more trustworthy for the first five subjects and for all science at the end than for the separate scientific and vocational subjects, because of the larger number of sources for the first group, and because of some doubt as to the meaning of certain reports on individual sciences. As heretofore, the ratios of this table as here shown are of chief significance in this survey, not so much for the interrelationships of all subjects as for the relationships of English to all other subjects.

As to the average number of teachers in each subject, English heads the list, in the following order:

Engl. Math. Comm. Man.T. Hist. Lat. D.Sci. Ger. Phys. Chem. Bot.  
1 .889 .74 .608 .56 .527 .506 .46 .25 2.48 .23

As to average total salary cost, English leads, all science following closely:  
Engl. Sci. Math. Comm. Man.T. Hist. Ger. Lat. D.Sci. Chem. Phys. Bot.  
1 .96 .918 .89 .795 .56 .48 .42 .419 .31 .29 .19

English as usual leads in the total number of pupils:

Engl. Math. Comm. Sci. Hist. Lat. Ger. Man.T. D.Sci. Chem. Phys. Bot.  
1 .77 .64 .58 .475 .336 .32 .268 .265 .127 .12 .119

English as usual leads in the number of pupils assigned to a single instructor:

Engl. Math. Hist. Comm. Ger. D.Sci. Bot. Lat. Man.T. Phys. Chem.  
1 .90 .877 .786 .737 .696 .688 .67 .606 .59 .516

And as usual, English is at the foot of the list in unit cost for each pupil:

Engl.	Hist.	Math.	Bot.	Lat.	D.Sci.	Ger.	Comm.	Sci.	Phys.	Man.T.	Chem.
1	1.139	1.146	1.12	1.346	1.347	1.42	1.52	1.537	1.94	2.155	2.439

This table therefore completely confirms not only the under-budgeting but also the overloading of English as elsewhere shown.

The two following tables prepared by Professor V. C. Coulter have an illustrative value in this connection. Table II shows the distribution of teaching cost per pupil from \$4 to \$22 in the various secondary school subjects. For example, in English five schools show a cost of \$4 or less, fifteen a cost between \$4 and \$5, and so on. The heavy-faced figures in each column show the approximate median above and below which there are an equal number of schools.

TABLE II.

Cost . . . . .	Engl.	Lat.	Ger.	Math.	Hist.	Phys.	Chem.	Bot.	D. Sci.	Man.T.	Comm.
\$ 0-4 . . . . .	5	4	5	3	7	1	1	13	3	3	1
4-5 . . . . .	15	3	6	1	9	3	1	9	3	1	.
5-6 . . . . .	22	10	9	18	17	3	.	7	6	3	7
6-7 . . . . .	25	6	8	17	16	5	3	6	3	5	2
7-8 . . . . .	14	10	11	18	14	1	4	11	6	.	7
8-9 . . . . .	11	15	6	18	10	10	4	6	2	5	8
9-10 . . . . .	7	13	12	8	11	5	4	4	0	1	3
10-11 . . . . .	4	11	8	7	10	8	5	6	5	8	11
11-12 . . . . .	3	8	7	4	5	7	6	4	3	5	5
12-13 . . . . .	2	4	8	3	2	3	13	10	6	6	3
13-14 . . . . .	1	6	2	3	2	3	2	5	2	4	5
14-15 . . . . .	7	5	2	1	0	4	4	2	3	2	1
15-16 . . . . .	4	.	1	1	10	5	2	.	.	.	2
16-17 . . . . .	1	6	.	1	18	1	2	.	.	.	2
17-18 . . . . .	.	1	.	.	4	2	1	.	4	1	.
18-19 . . . . .	.	2	1	2	.	2	6	1	.	2	1
19-20 . . . . .	1	.	1	1	.	1	.	.	.	1	1
20-21 . . . . .	.	3	.	.	3	1	2	2	.	.	1
22-+ . . . . .	1	3	3	2	16	23	2	2	2	9	12
Totals . . . . .	109	106	101	109	105	108	85	91	46	60	73

Table III is made by taking the approximate general median of the teaching cost per pupil for all subjects as shown in Table II and indicating for each subject the number of schools with a teaching cost above and the number with a teaching cost below this median for all subjects. For example, in English 17 schools have a cost above the median for all subjects, and 92 below.

TABLE III.

17	58	56	34	32	85	72	39	23	43	48
Engl.	Lat.	Ger.	Math.	Hist.	Phys.	Chem.	Bot.	D.Sci.	Man.T.	Comm.
92	48	45	75	73	23	13	52	23	17	25

Both these tables again emphasize the lower budget of English; Table II showing its lower median, and Table III that only 15½ per cent of the schools reporting in English have a budget above the general median, the next subject in order having 30 per cent.

The general indications of the preceding data are strongly confirmed by several other studies of the teaching cost of high-school subjects published since 1910, of which the following include English among the subjects examined:

Annual Report of the School Committee of the city of Newton, Mass. (Supt. F. E. Spaulding), 1911. Pages 123-124.

Bobbitt: High School Costs; School Review, Vol. 23, 1915, page 505ff.

Monroe: Cost of Instruction in Kansas High Schools; Kansas State Printing Office, 1915, pages 7-24.

These substantially agree in showing a lower median unit cost\* for English than for any other high school subject (except Agriculture, Bobbitt); and a lower median salary in English (except Modern Language and Household Arts, Bobbitt); and the Monroe report shows a greater total assignment of pupils to a single teacher in English than in any other subject save Mathematics. It states that the larger assignments and the smaller salaries are responsible for the lower costs of English, and it suggests that the small salaries are the natural economic result of an over-supply of English teachers.

It is entirely likely that such an over-supply does exist, and that it is owing to the wide persistence of another tradition—that English teaching does not require training or experience, and that the cheapest available will do as well as any. But the Monroe report also shows clearly that the total number of pupils assigned a teacher has a more definite relationship to unit cost than has the salary of the teacher. In English the average coefficient of correlation between unit cost and salary is .16, between unit cost and total number of pupils —.584; and the corresponding coefficients averaged for all subjects are approximately .187 and —.67. Again while it may be possible for a mathematics teacher to handle successfully a relatively large number of students, since the methods of solving mathematical problems are the same for every student independently of his personality, the character of English problems is the exact opposite—they are all personal equations. Hence extended and thorough further study of the proper number of pupils for a teacher with reference to conditions, methods and results, is urgent for all subjects, and especially so for English as the subject in most vital need.

\*Some of the unit ratios are these:

Unit cost ratios of teaching one pupil one period.							
	English	History	Science	Math.	German	Mod. Lang.	Household Arts
Newton...	1.00	1.229	1.56	1.15	1.29	1.23	1.41
Bobbitt...	1.00	1.21	1.17	1.15	....	1.23	1.19
Monroe...	1.00	1.22	1.24	1.21	....	1.40	1.10

Ratios of pupil assignments to a single teacher.						
Monroe...	1.00	.94	.741	1.06	....	.748
						.50

Ratios of median monthly salaries.						
Bobbitt...	1.00	1.148	1.185	1.17	....	.958
						.958
Monroe...	1.00	1.12	1.20	1.18	....	1.03
						1.01

The actual median costs of teaching English to one pupil for one period are—Newton, .53 cents (two high schools); Bobbitt, .50 cents (25 high schools of the North Central Association); Monroe, .416 cents (203 Kansas high schools); with a true mean of .427 cents, or \$7.68 for one year, five periods weekly. The median number of pupils assigned to an English teacher (Monroe) is approximately 102; and the median monthly salary in English is—Bobbitt, \$90, and Monroe approximately \$78.08, with a mean of \$79.38.

## 2. Comparative Equipment Cost

The replies to the questions on equipment cost included a large number of subjects, but the individual reports differed so surprisingly as to indicate a complete absence of any determining principle as to what should be the proportion of the equipment budget for each secondary-school subject. Even the resulting averages reflect this disproportion, showing that standardization is needed in equipment as well as in content, method and grading. The following tabulations were made by Professor V. C. Coulter:

TABLE IV.

Subject	No. of Schools Reporting	Equipment Value per Pupil	Annual Equipment Increase
English.....	112	\$ 2.76	\$0.21
Latin.....	55	1.62	0.09
German.....	53	1.28	0.12
Mathematics.....	52	0.75	0.08
History.....	79	2.06	0.18
Physics.....	63	19.71	1.30
Chemistry.....	58	23.49	1.44
Biology.....	64	9.02	0.69
Physical Geog.....	15	8.66	0.56
Agriculture.....	5	10.75	4.50
Physiology.....	6	4.02	0.23
*Combined Science.....	80	13.84	0.92
Dom. Art and Science.....	46	10.24	0.46
Manual Training.....	48	26.25	1.00
Commercial.....	38	4.45	0.33
French.....	10	1.75	0.06

\*Sometimes reported biology, sometimes botany, sometimes botany and zoology.

\*\*Based on independent reports made for combined sciences only.

Supplementary material from printed state reports made possible an independent general comparison of English and science. These indicated that the average annual increase in equipment for an English pupil lies between 20 and 25 cents, and that for all scientific subjects between \$1.50 and \$2.50. Assuming the lowest figures for each, the ratio of the unit annual cost of English to that of Science for both teaching and equipment is as 100 to 182.6. The figures in the preceding table agree in part.

Table V exhibits a specific comparison of English with Physics and Chemistry as to the average total value of equipment per pupil, illustrating again and more clearly the irregularity and disproportion resulting presumably from lack of standards.

TABLE V.

Number of Schools	Equipment Val. per Pupil in English	Equipment Val. per Pupil in Physics	Equipment Val. per Pupil in Chemistry
6	\$0.06 to \$0.68	\$5.04 to \$61.54	\$1.50 to \$20.00
5	1.01 to 1.45	10.72 to 62.10	1.37 to 190.45
4	2.10 to 2.73	13.16 to 25.00	15.00 to 77.45
5	3.00 to 3.60	5.00 to 66.66	5.90 to 64.71
3	4.63 to 8.00	23.42 to 85.00	13.84 to 55.00

Independent evidence confirming this disproportion is found in the following extract (Table VI.) from Bulletin No. 6 of the Bureau of Education (1915), *Study of the Colleges and High Schools of the North Central Association*.

TABLE VI.

Subject	No. of Schools Reporting	Av. Total Equipment Value	Av. per cent of Units in Each Subject in 866 Schools
Physics	897	\$650.00	3.3
Chemistry	735	465.00	2.6
Commercial	485	605.00	9.2
English	704	119.00*	13.1

\*Estimated value of average number of volumes in English library, at 50 cents each.

One-year high-school required for graduation. The figures in this column mean that 3.3% of all the units of work given in the high schools reporting are in Physics, and so on. English leads with 13.1%.

The reports of 583 schools give \$285 as the average annual expenditure for equipment in scientific and vocational subjects. English reports name as equipment the number of volumes in the library averaging 238. Even if these be estimated at \$1.00 each, the average total value of English equipment is less than the average annual cost of scientific and vocational equipment.

### 3. Comparative Labor

The questions (page 8) as to the relative labor of teaching high-school subjects received very few replies, and not all of these were careful enough to be of service. These insufficient reports, while they, as do preceding ones, indicate that English is the heaviest subject in high school, also seem to indicate that English instructors under average conditions are justly declining to undertake the physical impossibility of maintaining a higher standard, and are simply doing the best that they can under those conditions. As shown in Table VII., and in accordance with preceding data, this means that they spend about two hours a day in theme-reading and one hour in conference.

Table VII. shows the general results of this inquiry. After English, other subjects are not far apart, with the sciences and history apparently in the lead.

TABLE VII.

Subject	No. of Schools Reporting	Av. No. Teachers in Each Subject	Av. No. Classes in Each Subject	Av. No. Classes to Teacher	Av. No. of Recit. and Lab. Periods Weekly	Av. No. Assem. bly and Lab. Periods Weekly	Av. No. Conference Themes, Exams., Reports	Av. Hours Weekly	Av. Hours Weekly	Av. No. of Labor	Av. Hours Weekly
English	54	2.49	12.83	5.18	26.46	6.87	9.62	10.23	47.63		
Latin	49	1.16	6.26	5.40	26.42	5.9	5.8	7.98	40.16		
German	40	1.02	5.59	5.45	26.68	5.6	7.0	7.92	41.20		
Math	52	2.03	10.08	5.32	26.59	6.59	5.22	6.18	39.06		
History	46	1.29	7.11	5.51	26.34	6.42	6.10	10.28	43.68		
Physics	11	.39	1.9	4.87	26.50	5.60	6.00	10.57	43.33		
Chem.	35	.62	2.28	3.67	25.45	5.43	6.60	11.62	43.96		
Botany	9	.29	1.55	5.34	26.56	5.00	7.14	9.62	43.06		
D. Sci.	6	.67	3.83	5.71	25.32	6.90	6.29	8.72	41.86		
Man. Tr.	7	.67	4.00	5.97	26.03	5.06	3.62	9.33	38.86		
Commec.	23	2.31	12.83	5.15	26.90	5.28	5.98	6.73	38.85		

The more noteworthy differences between English and other subjects as shown in this table are found in the theme-reading and conference time. Together these average 25 per cent more than is required for similar purposes by

any other subject (English 16.49 hours, Domestic Science 13.19 hours). The ratios of this time in English to that in other subjects, obtained by combining the figures in the indicated columns, are these:

Engl.	D.Sci.	Ger.	Hist.	Bot.	Chem.	Math.	Lat.	Phys.	Comm.	Man.T.	1
.799	.764	.759	.736	.729	.716	.709	.703	.682	.524		

The ratios of the average total number of labor hours in each subject are these:

Engl.	Chem.	Hist.	Phys.	Bot.	D.Sci.	Ger.	Lat.	Math.	Man.T.	Comm.	1
.922	.917	.909	.904	.878	.865	.843	.820	.8158	.8156		

The ratios of the other columns are omitted as of slighter interest. The indicated greater number of teachers in English implies that it has more pupils, and in so far corroborates the data of the preceding tables.

As the result of the preceding studies, the same general conclusions appear regarding secondary-school English that are later shown for the college—that English is always overloaded; with the apparent difference that the average high-school English instructor, because of the more rigid requirements of his schedule, can not give to his subject as much overtime as does the college instructor. If the same situation be viewed from another angle, it seems invariably to appear that the greater overload is accompanied, presumably as a primary and essential cause, with a lesser budget.

### Some Related Inquiries

Certain correlative questions suggested by the earlier steps of the cost and labor survey were studied and reported on by individual members or co-workers of the central committee. The following is a brief account of the nature and results of each.

#### A. English Equipment

A preliminary study of needed and available equipment for English teaching was made and published by Professor V. C. Coulter in the English Journal of March, 1915. Immediately afterward he collected for the committee material for a much more extended report, but before final tabulation this was destroyed by fire. It included the data from the article by Miss Mary Crawford in the English Journal of March, 1915, on the Laboratory Equipment of the Teacher of English, and from the Bureau of Education Bulletin No. 6, 1915, Study of the Colleges and High Schools in the North Central Association. But it was not necessary to replace the lost material, for in the latter part of 1915 was published by the Illinois Association of Teachers of English a full and adequate report on Material Equipment for English Teaching, a summary of which is given in Bureau of Education Bulletin No. 2, 1917, on the Reorganization of English in Secondary Schools.\*

#### B. Oral English

A comparison of oral with written exercises in English as to time, labor, methods and results, was placed in charge of Miss Lela F. Douthart and a Kansas state committee. Material was obtained from 107 schools with 175 teachers

\*For extended bibliographies on English topics see this Bulletin, and Leonard's Essential Principles of Teaching Reading and Literature, Lippincott, 1922.

of English and a partial report was made to the Kansas Association of Teachers of English in 1914. The final report, completed in 1915, was not published.

This report indicates a very great difference between theory and practice in composition teaching. In theory, oral and written exercises should be equal in number and in recitation time, and should make approximately the same demand on the time of the teacher. For instance, an oral exercise from each of 100 pupils, averaging more than five minutes each with two and one-half minutes each for criticism and discussion, would require more than twelve hours of a teacher's time; while a 300-word theme from each pupil would require for careful reading from twelve to fifteen hours. In practice, the actual time given to an oral exercise, both presentation and discussion, seems to average about three minutes, a total of five hours for 100 pupils; while after leaving unread a percentage of the written exercises, the reading and conference time for the remainder does not go below a total of ten hours. In practice, 56 per cent of all high-school composition exercises are written, presumably because of the insistent need of drill in mechanics. In both written and oral training, within the indicated time limits, methods accord in theory with the best general practice; but within those limits it is not possible with the average assignment of pupils, to obtain satisfactory results with either. However, within its own special field, oral training could be made proportionately much more effective than written if it received the same time and attention.

#### C. Other English Problems

In 1914 a study of the general conditions of secondary school English teaching, exclusive of cost and labor, including 350 high schools in 38 states, was presented before the National Council of Teachers of English by Principal Edwin L. Miller of Detroit. The keynote of this report was the expressed dissatisfaction of teachers of English with the results of their work; a dissatisfaction sometimes implying discouragement, but more often a desire to find and remove the causes. As of marked significance among these were named, first, insufficient training of teachers on the practical side (see summary, page 19) and, second, defective organization of the high-school course in English.

As to the second, a fairly even division of opinion existed as to whether the English course should be a unit attempting to combine and adjust a large number of elements, some of them discordant, or be separated into at least two independent courses, one with the appreciation of literature and the other with training in expression as its distinct aim. At that time the single unit course in English seemed to be in operation in the greater number of schools; but a small majority of teachers preferred a dividing of English. The report suggested that a fair compromise is possible by creating two courses, differing in purpose, but each making free use of the material and methods of the other; a statement anticipating the later general direction of secondary school English reorganization. (See Bureau of Education Bulletin on Reorganization, 1917, No. 2.)

Of chief interest in this report from the point of view of the present survey, because most of them are still in existence, are the enumerated causes of ineffi-

ciency. Those indicated as the more important may be summarized as follows, in the general order of the number of votes for each:

- Lack of correlation between departments.
- Over-large classes, no time for individuals or consultation.
- Insufficiently trained teachers.
- Illiterate homes, street influence, foreign parentage.
- Defective grade preparation.
- Defective organization of English courses.
- Lack of respect for English, regarded as a "snap."
- Academic, devitalized courses. Commercialized courses.
- Heterogeneity of large classes as to ability.

The stated conclusions of the report, presented in summary, are these:

1. High school English teaching can be greatly improved.
2. Proper training of teachers should include ability to use a typewriter; experience in a printing office; familiarity with business correspondence; ability to read Greek, Latin, French, and German; and ability to write and speak for the public.
3. Defective course organization is the result of lack of proper teacher-training.
4. The study of Greek, Latin, French and German, should be promoted by all English teachers.
5. Composition and literature should be taught in separate classes.
6. The choice of books must depend on children's interest.
7. Literature study should be delightful, composition study should be exacting.
8. Composition study means much more than training in writing or speaking.
9. English is overburdened with duties.
10. English composition is overburdened with pupils; as a laboratory subject, for a teacher to care for more than four sections of 25 each is impossible.

Although in the questionnaire no specific reference was made to the overload of English teachers, the existence of that overload is almost invariably implied in the replies, and in a large number of instances it is especially emphasized, as shown in the preceding summary. The underbudget, though recognized as a necessary complement of the overload, is referred to less often.

## ENGLISH TEACHING IN THE COLLEGE

## Results of the Survey in General Summary

(In general character these are the same as for secondary schools, differing in measurement, but not in kind.)

A. As to the labor of composition teaching in freshman classes (survey of 1909-1913); involving not the close comparison of other subjects,\* but the examination of the purely physical, physiological, and material factors of efficiency.

1. According to the generally accepted standards of work required, technic observed, and number of pupils assigned, the theme reading labor expected of a college freshman composition instructor is more than double (250 per cent) that which can be carried without undue physical strain.
2. Those accepted standards as shown by the average of general practice are these:

English composition is regarded as fundamental and necessary, and is, therefore, required of practically all freshmen. "Satisfactory results" or "efficiency of method" require "laboratory practice" in writing, and individual instruction. In addition to all other work, written themes and exercises are necessarily required of all students to the average of about 650 words a week each. It is necessary that such themes and exercises shall be read, criticised, and corrected by the instructor, either orally or in writing; and the average rate at which such work can be done is about 2,200 words an hour.

The limit of full efficiency and the beginning of undue strain in such work is found to average about two hours a day or ten hours a week.

The average number of pupils assigned to a freshman English composition teacher is about 105, requiring in accordance with other standards more than thirty hours of theme correcting weekly. (See also p. 26.)

The time required of an instructor for theme reading and for consultation, the severest and most important parts of his duty, is commonly not taken into account at all in determining the number of his classes and teaching hours.

\*Note. As to the comparative labor of teaching college freshman composition and other subjects, few data were gathered because of difficulties in the way, and because the nature of the situation seemed evident. But in one instance when the head of a college categorically denied that any labor disproportion existed between the department of English and certain modern language departments in that college, a complete and minutely accurate examination, made jointly by the several departments named, showed that the average necessary duty of an English instructor according to the class and hour standards in effect was almost double (approximately 175 per cent) that of an instructor in any of the other departments concerned. The examination included all the duties of all instructors in each department; had it been limited in English to composition instructors only, the disproportion would have been much greater. See page 28 following.

3. It is an absolute impossibility to reconcile these contradictory standards, and the effects of attempting to do so, are as follows: The results of the work are unsatisfactory and are the subject of general academic and public complaint. Conscientious and efficient teachers are brought to actual physical collapse and driven from the profession.
4. Necessary or recommended changes in standards or technic are the following:
  - To change the standard of the teaching duty of an English composition instructor from the number of teaching hours to the number of pupils taught; and
  - To reduce that standard to a number within the capacity of the teacher. Without other changes that number under existing conditions would have to be about 35 to an instructor. (See page 26.)
5. Other recommendations are these:
  - That Freshman English composition should be taught by the most experienced instructors in a department.
  - That composition teaching should not be the exclusive duty of any instructor.
  - That "theme readers" be employed only as a preferred alternative to leaving themes and exercises unwritten or unread.
- B. As to the comparative cost of teaching college English and other college subjects (survey of 1913-15).
  1. The average teaching cost of college English, including all English subjects, is below that of any other department compared, the next in cost exceeding English by 17 per cent. The unit of comparison is a student-semester-hour in each instance; that is, the cost for one student taking a subject one hour a week for one semester.
  2. College Freshman English composition with the same unit of comparison costs about one-third less than the average for all English subjects, and 43 per cent less than the average cost for the next lowest department after English.
  3. Because of its larger student enrollment, the average total budget cost of college English exceeds that of any other department compared, the next in order costing 25 per cent less. In budget cost per instructor it is the lowest but one differing by one per cent; in budget cost per student enrollment it is more than 15 per cent below any other department compared and 46 per cent below the average of other departments. In average student enrollment it is 110 per cent above any other, and in the average number of students per instructor it is the highest but one differing by two per cent.
  4. The average total budget cost of college Freshman English composition is 17 per cent of the total English budget; its budget cost per instructor is 39 per cent of the average for all English subjects; its

budget cost per student enrollment is 56 per cent of the average for all English subjects. Its student enrollment is 51 per cent of the total for English; its student enrollment per instructor is nine per cent above the average for English and about seven per cent above that of the only department that exceeds English in this item.

5. To reduce by one-third the average total number of students assigned to instructors in Freshman English composition, leaving other English subjects and other conditions unchanged, would bring that number near the theoretical upper limit of efficiency (about 60, see page 27), leaving it more than 13 per cent above the average for all subjects outside of English. This would increase the average total English composition budget one-half and the average total English budget eight and one-half per cent. While making some degree of efficiency possible, this step would still leave the total average student-semester-hour cost of English more than seven per cent below that of any other department compared.

#### Methods of the College Survey

In the beginning survey of 1909-1913, which aimed, without comparison of other subjects, to determine the labor necessary to meet current standards of English composition teaching, the questions subjoined on pages 24-29 were sent to all colleges in the United States and answered by about one-fifth, belonging to thirty-three states; chiefly in the East and central West, next the farther West, and then the South. Ninety-six colleges reported in their English department faculties 345 teachers, who furnished the necessary data. These replies were tabulated by ordinary methods.

In the survey of 1913-1915, authorized by the Bureau of Education, the committee, under request to make a comparative study of cost, sent to all colleges the questions subjoined on page 23. Though few, these required such care that only about ten per cent of the colleges made reply, to the number of fifty-one, representing twenty-six states and comprising institutions of all grades and sizes.\* But in almost every instance these replies were so careful and accurate and so complete that their number seemed fairly adequate for the end in view—to indicate not absolute costs, but cost relationships or ratios. These questions and the formulae employed in tabulating the replies are here subjoined.

\*Albany (Ore.)

Bowdoin  
Bridgewater (Va.)

Carleton  
Central Wesleyan  
Clark Coll.

Coe

Cooper (Kan.)

Dartmouth

Davidson

DePauw

Dickinson

Doane

Drake

Emporia

Franklin (Ind.)

Haverford

Hillsdale (Mich.)

Illinois Wesleyan  
Kenyon

Knox  
Lake Forest

Macalester

Miami

New York Univ.

Northwestern

Notre Dame

Ohio Wesleyan

Otterbein

Penn. College

Penna. State Coll.

Puget Sound

Ripon

Simpson

Smith  
Trinity  
Tusculum

U. of Arkansas  
U. of Illinois

U. of Minnesota  
U. of Nebraska

U. of North Dakota

U. of Oklahoma

U. of Oregon

U. of South Dakota

U. of Vermont

U. of Washington

Washington Univ.

Wellesley

Wells

Yale

The subjects specifically named for comparison were English (all courses), Freshman English Composition (separately), mathematics, history, Latin, German, physics, botany, and chemistry; the unit of comparison to be the student-semester-hour. The questions were as follows:

1. *What is the total budget of the present year for instruction, library, and equipment or apparatus for each subject named above; i. e., the total budget for maintenance exclusive of "overhead" charges and exceptional expenses pertaining to the initiation of new activities?*

2. *What is the total number of semester hours instruction actually given by all instructors in each subject during the first semester of the present year, counting separately all the sections of large classes; e. g., a three-hour class in twelve sections to be counted thirty-six hours?*

3. *What is the total number of classes or class sections in each subject in that semester; e. g., a class in twelve sections to be counted as twelve classes?*

4. *What is the total number of student enrollments in each subject in that semester, counting repeated names as often as they occur?*

5. *What is the total number of individual students enrolled in each subject in that semester, counting each name but once?*

6. *What is the total number of instructors actually teaching in each subject in that semester?*

7. *Do the several departments concerned find high efficiency possible under present conditions? If not, what percentage of increase in annual budget would, in their opinion, meet existing needs?*

The data thus obtained were handled by the following formulæ, the duplications of result serving as checks:

Denoting—one-half the total annual budget by ..... a  
the number of section semester hours (question 2) by b  
the number of class sections by ..... c  
the total number of student enrollments by ..... d  
the number of instructors by ..... e  
the total number of students by ..... f

Then (see Table II following, page 31).

1. *d over f* equals the total average number of courses taken by one student.

2. *a over b* equals the total average cost of one semester hour.

3. *b over c* equals the average number of semester hours in one course or class section.

4. *a over b* multiplied by *b over c* (equal to *a over c*) equals the average total cost of one class section.

5. *d over c* equals the average number of students in a class section.

6. *a over c* divided by *d over c* (equal to *a over d*) equals the average cost of enrolling a student in one class section.

7. *a over d* divided by *b over c* (equal to *ac over bd*) equals the average cost for one student taking one semester hour; the basic unit of comparison.

8. *d over f* multiplied by *b over c* (equal to *bd over fc*) equals the average total number of hours taken by one student.

9.  $ac$  over  $bd$  multiplied by  $bd$  over  $fc$  (equal to  $a$  over  $f$ ) equals the total average semester cost for one student.

10.  $b$  over  $e$  equals the average total number of hours taught by one instructor.

Further (see Table III, page 32, following)—

11.  $a$  multiplied by 2 equals the average total annual budget for each subject.

12.  $a$  multiplied by 2 over  $e$  equals the average budget cost per instructor for each subject.

13.  $a$  multiplied by 2 over  $d$  equals the average budget cost per student for each subject.

14.  $f$  over  $e$  equals the average number of students per instructor in each subject.

15. As a final step in the tabulation, based on a number of replies so small as to be inconclusive, the relation between expressions of satisfaction or dissatisfaction and the average budget and average number of pupils per instructor is formulated in Table III.

#### Detailed Results of the College Survey

A. As to the labor of composition teaching in Freshman classes (see preceding summary, page 20). The following specific questions and replies are closely similar to those of high schools (see pages 8-11).

*Is theme-writing necessary in English composition teaching? That is, can the labor burden of such teaching be sufficiently lightened by substituting oral for the traditional written exercises or by shifting the emphasis from written to oral work?*

This suggestion, not infrequently advanced, and recently made the subject of extended experiment, finds no support whatever; the vote is unanimous that oral training alone is insufficient; and the general opinion expressed is that composition exercises should be half oral and half written.

*If theme-writing is necessary, how much of it is done under present conditions, and how much should there be under favorable conditions?*

The amount of theme writing under reported conditions averages for colleges 630 words a week during the year. More ideal conditions would slightly increase this average to 680 words a week, while making possible equal attention to oral and to written training.

*What ought to be done with this amount of manuscript, and what actually is done with it?*

All replies practically agree that not to give attention to all the written work that a pupil has done destroys his interest; that every written exercise should be carefully read; that in addition to such discussion as is possible in class there should be individual criticism of every exercise, either in writing, or orally in personal conference with the individual pupil; that about one-third of the exercises need to be re-written, and that re-written exercises should be re-examined.

What actually is done with manuscript varies greatly. In some colleges where conditions are favorable it is all read orally in private conferences with in-

dividual students; a method satisfactory, but requiring rather more time than does written criticism, since in such conferences "a student must have time to think," and the instructor "must have time to get the student's point of view." Some instructors take whatever time is necessary to read all manuscript up to fifty hours a week, supplementing this reading with class discussion and with whatever of private conference is practicable. Other instructors read but part of their manuscript, with or without the assistance of student readers, and either destroy the remainder or return it credited, but unread. Others, and these greatly in the majority, endeavor to read all manuscript, but with extreme haste and consequent "skimming" and "slighting." Relatively few instructors find it possible by any expenditure of time and vitality to give proper attention to even half of the exercises received.

#### How fast can themes be read?

Because of the peculiarly vital bearing which this question and the next have upon the composition problem, supplementary data were obtained for each. The average of the replies of more than seven hundred teachers shows that under ordinary conditions of forced and inefficient effort the average reading rate for college instructors is 2,600 words an hour, or, omitting the most skillful ten per cent, 2,300 words. But when more careful and thorough attention is given, this rate falls to 2,200 words an hour, or about 2,000 words an hour for the majority of teachers. For rereading manuscript that has been revised and rewritten, the rate is 73 per cent faster. If oral conferences be substituted for written criticism, the time required is approximately the same.

*For how many hours a day and week can themes be read? That is, what is the duration of an instructor's efficiency when engaged in correcting and criticizing manuscript?*

The average of the replies of six hundred teachers indicates that for maximum efficiency maintained for an indefinite period the limit is two hours a day (exact average 2.07 hours). For fair efficiency for a limited period this may be extended to three (3.045 hours; but after three months the effect of undue strain begins to show, and full efficiency is no longer possible. The actual conditions are that college instructors read manuscript for an average time of 20.6 hours a week. In 39 colleges of 111 English teachers it is found totally impossible to read all the freshman manuscript. Six colleges of sixteen teachers find it practicable to do so in the time stated; and 18 colleges of 92 teachers are on the right side of the average and have little trouble.

#### What are the results of present actual conditions?

The important replies to this question are from English composition teachers who are so unfortunate as to be on the wrong side of the average. Even some of the best of the colleges testify that it is more difficult to retain instructors in English composition than in any other subject. Other reports certify to wearing out, suffering from indigestion and nervous exhaustion, loss of efficiency, impaired eyesight, shattered nerves, and in certain instances, to complete nervous collapse—all as the result of attempting to carry a "killing" overload of pupils in English composition. (Compare the high school statement, p. 9.)

*What number of students can one teacher train with proper efficiency?*

The direct answers to this question may be checked by a simple computation based upon the preceding data. If a teacher can read 2,200 words an hour for ten hours a week, and his pupils write 500 words a week each, it is evident that he may take charge of 36 pupils; if he read two additional hours a week that number may be increased to 43. As the reading rate of an instructor varies somewhat with the length of the papers, longer papers requiring less time in proportion than shorter ones—the more abundant the writing the more rapid the reading though not necessarily in the same ratio—a general rule thus ascertained may be regarded as fairly sound. In general accordance with the preceding computation, the individual reports of 265 college teachers when averaged give 61 pupils as the extreme upper limit of proper assignment to a single teacher.

Following the computation farther, if we find that an instructor is able to read at a 2,500-word rate for 15 hours a week, then at an average of 400 words weekly a student that instructor may care for 94 students. But if his students write the college average of above 600 words a week, then the high pressure number for that instructor is 62 students; and according to the preceding data (page 25) after three months, two-thirds of a semester, the pressure becomes too heavy. Hence, with proper efficiency the end in view, the matter of supreme importance to an instructor in English composition is the number of his students; the number of his class recitation hours is relatively unimportant, for the obvious reason that English composition whether oral or written is a laboratory subject.

*How far is the proper number exceeded under present conditions?*

The replies of 168 teachers to this question show in college freshman classes an average of 104.1 pupils to each teacher. Of these teachers 110 average 120 pupils each, and the maximum report for a single teacher is 200 pupils. These replies in connection with preceding data indicate that for a class of average size, writing the average number of themes weekly of average length, the average of the necessary reading time is more than thirty hours a week. That is, the average number of pupils assigned to a single college composition teacher is more than two and one-half times the limit of proper efficiency, and more than one and one-half times the upper limit of efficiency; while the time required for the adequate reading of themes is more than two and one-half times the limit of physical endurance without strain, and double the limit of temporary endurance at high pressure. (See the second preceding question, and the high school statement, page 9.)

*What else is essential for successful work?*

The college answers to this question are practically identical with those from secondary schools. Besides limitation of the number of pupils, composition teachers regard as essential to their best success some other teaching besides that of composition, literature preferred; recognition and respect for their work by school authorities; the support and co-operation of other teachers and of school officers and administrators. They also feel that since their work is heavier than that of other instructors they should at least have equal pay; whereas in more than twenty per cent of the schools reporting their pay is less. With all these things granted, successful teaching further requires opportunity for personal work with individual pupils, and observance of the physical limitations of time strength. Without

such observance the average teacher must be content to do inferior work or else must maintain a high standard for a time at the sacrifice of health and future usefulness.

Further questions were incidental to those preceding and the replies will be presented in outline.

*What is done with excess manuscript that cannot be read?*

Replies: Skim it mostly, 19 colleges; credit it unread, 9; destroy it, 3; some turn it over to "readers" employed by the college or by the instructor at his own cost (further data page 29 following).

*On what is the stress placed in criticising manuscript?*

Replies, in summary similar for all schools: The stress is placed chiefly on spelling, punctuation, and sentence form; more lightly on paragraphing; more lightly still on general structure; less on artistic qualities, and least on personal qualities, though the colleges do not ignore these entirely as other schools often do.

*What is the estimate, in number of words, of a year's work in theme-reading and in writing corrections and criticisms, for a single instructor?*

Replies: College theme-reading, 1,568,000 words a year; writing of criticisms and corrections, 100,350 words a year.

*Is the work of composition teaching unduly or unfairly burdensome?*

Replies: Yes, 193 teachers; no, 90 teachers. Ratio, 2.14 to 1.

*Can you obtain satisfactory results?*

Replies: No, 153 teachers; yes, 116 teachers. Affirmative replies usually negative in effect because qualified with the statement that the work done is "as satisfactory as could be expected under the circumstances."

*If results are not satisfactory, why not?*

Replies: In all schools because of overwork, large classes and lack of time and strength for necessary theme-reading; and in colleges especially lack of preparation of students, lax ideals and lack of respect for English in the college itself, lack of opportunity for conferences with students, lack of co-operation by other instructors, and careless or inconvincible attitude of authorities.

*What are the proper conditions for efficient and successful work?*

Replies, averaged in round numbers, including some points stated in preceding paragraphs: Number of pupils to a college composition teacher not to exceed 60; number in a section 20; number of recitations weekly 3 or 4 for each section. Proportion of oral to written exercises, 50 per cent each. Average number of written words weekly from each student, 650 to 700, all to be criticised with the utmost care either orally or in writing; if the latter, 50 to 75 per cent of the criticisms to be written out in full, the rest indicated with symbols. The most defective exercises (about 30 per cent) to be rewritten and reread, carefully with the pupil or hastily for verification according to circumstances. Individual consultations should, by almost unanimous vote, be held at least as often as every two or three weeks with pupils that need them, and average 15 minutes in length, ranging from one minute to one hour. For such consultations, in addition to the time

specified for theme-reading, a college instructor should have 6 to 7 hours weekly. Time for theme-reading and for consultations should be provided and allowed for in the teaching schedule, the relative proportion of each to be governed by circumstances or needs as they arise.

*Should a composition teacher teach composition exclusively?*

Replies: No, 51; yes, 10; it depends, 2.

*What allowance if any is made for manuscript-reading and for conferences?*

Replies: In 31 colleges out of 44 reporting on this point, none at all. That is, in about 70 per cent of the cases such labor is expected in addition to a full assignment of classroom duty and is not counted or recognized in any way whatever. This is the labor which, as shown by preceding data, averages 30 hours a week for college composition instructors, often extending to 40 or 50 hours, which is essential to efficient teaching, and which in excess of 10 hours a week or reading and 5 of conference is insupportable for more than a limited period.

*If time allowance is made for theme-reading, what is that allowance?*

Replies: In the 13 colleges reporting a time allowance for theme-reading and conferences the average practice is to count three hours of such work equivalent to one hour of teaching.

*Is the allowance, if any, a fair one; and if not, what would be fair?*

Replies: The average allowance is not fair because entirely insufficient to provide for the work to be done, and because the mental and physical strain of theme-reading in excess is greater than that of teaching. The actual allowance, averaged from the statements of 97 college instructors, should be to count 1.67 hours of theme-reading and conference equivalent to one hour of teaching while limiting the total as previously indicated.

*How does the labor of composition teachers compare with that of teachers of other subjects.*

Replies: It is always much heavier, sometimes incredibly so, often including more than three times as many hours of absolutely necessary duty even when teaching hours are fewer, and not counting in either subject the time required for preparation of lessons. The average of specific answers to this question makes the proportion of English composition labor to that of other instructors, with the occasional exception of science, 1.75 to 1. (See also the footnote to page 20.)

*What as to the status and pay of English composition teachers?*

Replies: A large proportion of the teachers reporting are dissatisfied and decline to regard their profession as a permanent one. In all, 105 college teachers frankly confess discouragement; while 124, usually in larger colleges, express intention to remain in their work with such qualifications as these: "I have a better place in view;" "My classes happen to be small;" "I refuse to overwork, slighting my duties when necessary;" "I like my work, even if it is hard;" "I have been trained for this work and can do nothing else, hence am helpless to change;" "The work has compensations;" "We hope for better things." The more cheerful

replies come usually from teachers who are well on the right side of the average. As to pay, in 13 colleges out of 58, English teachers are paid less than other teachers, in no case more; and in some cases it is explained that as a class English teachers are regarded as inferior.

*What class of instructors should teach freshman composition?*

Replies: Best instructors in the department, 41 colleges; all the instructors in the department, 5; the best young men, 2; the best young men under senior direction, 2; instructors who are "interested," 2; it depends on circumstances, 1.

As to actual conditions: In 43 colleges freshman composition is taught by one dean, 3 department heads, 29 professors, 6 associate professors, 30 assistant professors, 26 instructors, and 2 tutors. In six colleges all the English instructors teach freshman composition.

*It is well to employ "manuscript readers" or "cheap help?"*

Replies: By 49 colleges of 179 composition teachers the practice is approved while 19 colleges of 86 teachers prefer to leave excess themes unread. As to actual conditions, 36 colleges of 144 teachers employ manuscript readers and 17 colleges of 77 teachers leave part of their themes unread. Fifteen colleges of 48 teachers manage to do all the work without extra help, usually by overworking regular instructors.

*What is the degree of efficiency of manuscript readers when employed?*

Replies: About 25 per cent show little efficiency, 50 per cent fair, and 25 per cent high. Eleven colleges of 58 teachers have found readers that are completely satisfactory; 23 colleges of 96 teachers have failed to do so.

*What are readers paid, and how much are they worth?*

Replies: Six colleges pay them by tuition, 11 by salary; in 9 they are employed at the expense of individual instructors. Pay by the hour ranges from 15 cents (before the war) to \$1.00, averaging about 32 cents; pay by salary ranges from \$30 to \$300 a year, averaging about \$150. In the opinion of 23 colleges of 93 teachers such readers are worth what they cost; 7 colleges of 18 teachers think not. The reports seem to show on the whole that "cheap help" is not necessarily worthless because it is cheap; that on the average it is preferable to employ such help rather than to leave work undone; that in proportion to their pay and their preparation and the care exercised in selecting them, manuscript readers are as useful in their place as are other instructors; but that to substitute a cheaper for a higher grade of instruction is undesirable.

B. As to the comparative cost of teaching college English and other college subjects. (See summary, page 21.)

The specific questions asked in gathering these data and the formulae employed in tabulating them will be found on pages 23 and 24 preceding. The final results of the tabulation are here exhibited in the same order as there followed.

Table I presents the direct replies to the first six questions of the survey averaged by departments, with a separate average for freshman English composition. All figures for English as a department include English composition, in this and all succeeding tables.

TABLE I.

Subjects	<i>a</i> Average Semester Budget	<i>b</i> Av. No. of Semester Hours	<i>c</i> Av. No. of Class Sections	<i>d</i> Av. No. of Student Enrollments	<i>e</i> Av. No. of Instructors	<i>f</i> Av. No. of Students
English.....	8914.52	58	16.07	522	6.73	319.3
Mathematics.....	5257.65	39.47	9.33	233.4	3.56	141.9
History.....	5129.70	25	7.35	222	2.86	145
Latin.....	3259.77	20.69	6.45	98.4	2.13	77.22
German.....	4578.04	37.8	9.8	248.5	3.26	160.72
Physics.....	4910.73	23.45	4.58	135.22	2.64	57.47
Botany.....	3598.23	23.55	4.44	120.20	2.87	53.52
Chemistry.....	6692.15	28.97	7.21	203.2	4.01	186.88
Eng. Composition.....	1530.44	21.95	8.4	267.75	3.62	263.07

The chief significance of this and succeeding tables lies not in the absolute figures, which may or may not be smaller than they would be if all colleges were included, but in the indicated numerical ratios of English to other departments, and of English composition as a subject to English and other departments. These ratios are here exhibited in order. It will be observed that in each of the particulars English is at the head of the list and very far above any other department, that in number of students and student enrollments English composition alone exceeds all other subjects than English, while the budget of English composition is at the foot of the entire budget list.

The ratios of the preceding table are as follows:

*a* Average semester budgets:

Engl.	Chem.	Math.	Hist.	Phys.	Ger.	Bot.	Lat.	E.Comp.
1	.75	.58	.57	.55	.51	.40	.36	.17

*b* Average number of semester hours:

Engl.	Math.	Ger.	Chem.	Hist.	Bot.	Phys.	E.Comp.	Lat.
1	.68	.65	.49	.42	.406	.404	.37	.35

*c* Average number of class sections:

Engl.	Ger.	Math.	E.Comp.	Hist.	Chem.	Lat.	Phys.	Bot.
1	.609	.58	.52	.45	.44	.40	.33	.21

*d* Average number of student enrollments:

Engl.	E.Comp.	Ger.	Math.	Hist.	Chem.	Phys.	Bot.	Lat.
1	.51	.47	.45	.42	.38	.25	.23	.18

*e* Average number of instructors:

Engl.	Chem.	E.Comp.	Math.	Ger.	Bot.	Hist.	Phys.	Lat.
1	.59	.53	.52	.48	.4207	.4204	.39	.31

*f* Average total number of students:

Engl.	E.Comp.	Chem.	Ger.	Hist.	Math.	Lat.	Phys.	Bot.
1	.82	.58	.50	.45	.44	.24	.18	.16

Table II shows the averages resulting from the first ten computations explained on pages 23 and 24 preceding, with separate averages for English composition as before.

TABLE II.

Subject	1 Total Av. No. Courses Taken by One Student	2 Total Av. Cost of One Course	3 Av. No. Sem. Hours in One Course	4 Av. Total Cost of One Class	5 Av. No. Students in One Class	6 Cost each Student in One Class	7 Cost each Student in One Semester	8 Av. Total No. Hours Taken by One Student	9 Av. Total Cost of One Student	10 Av. Total No. Hours Taught by One Instructor
English.....	1.20	\$64.19	2.91	\$176.70	25.2	\$ 8.26	\$2.78	3.36	\$ 8.10	10.33
Mathematics.....	1.09	56.82	3.51	177.12	17.1	12.35	3.265	3.39	13.01	12.35
History.....	1.08	79.60	3.07	217.62	23.1	12.46	4.22	3.21	11.12	9.36
Latin.....	1.13	70.28	3.12	191.53	11.2	25.41	7.26	3.33	26.52	10.29
German.....	1.062	52.89	3.30	158.41	19.4	9.75	3.255	3.32	9.73	12.50
Physics.....	1.064	90.03	3.62	279.36	17.53	23.57	5.99	3.74	22.58	9.71
Botany.....	1.065	79.93	3.77	287.14	18.77	20.37	6.41	3.92	22.32	8.55
Chemistry.....	1.060	82.89	3.87	296.35	17.58	17.49	4.85	3.88	19.53	11.33
English Com- position.....	1.003	53.29	2.8	145.70	33.8	5.395	1.875	2.9	5.36	8.8

The interpretation of the figures of this table in terms of ratios is as follows:

1. The average student takes more courses in English than in any other department named, in the following order and proportions:

Engl.	Lat.	Math.	Hist.	Bot.	Phys.	Ger.	Chem.	E.Comp.
1	.941	.908	.90	.887	.886	.885	.883	.835

2. The cost of a semester hour of instruction averages less for English than for any other department except German and Mathematics. English Composition and German are on practically the same low level:

Ger.	E.Comp.	Math.	Engl.	Lat.	Hist.	Bot.	Chem.	Phys.
.82	.83	.88	1	1.09	1.240	1.244	1.29	1.40

3. The number of semester hours in a course averages less for English than for any other department in the following proportions:

E.Comp.	Engl.	Hist.	Lat.	Ger.	Math.	Phys.	Bot.	Chem.
.962	1	1.054	1.072	1.13	1.206	1.24	1.29	1.33

4. The total average cost of a class section is less for English than for any other department save German. English Composition as a subject costs least of all:

E.Comp.	Ger.	Engl.	Math.	Lat.	Hist.	Phys.	Bot.	Chem.
.824	.89	1	1.02	1.08	1.23	1.58	1.62	1.67

5. The average number of students in a class section is larger in English than in any other department, and is still larger in English composition:

E.Comp.	Engl.	Hist.	Ger.	Bot.	Chem.	Phys.	Math.	Lat.
1.34	1	.91	.76	.74	.697	.696	.67	.44

6. The average cost of enrolling one student in one class section is less for English than for any other department, and much less for English composition:

E.Comp.	Engl.	Ger.	Math.	Hist.	Chem.	Bot.	Phys.	Lat.
.653	1	1.18	1.49	1.50	2.11	2.46	2.85	3.07

7. The average cost of each student-semester-hour, the central point of this entire survey, is less for English than for any other department, and still less for English composition:

E.Comp.	Engl.	Ger.	Math.	Hist.	Chem.	Phys.	Bot.	Lat.
.674	1	1.171	1.176	1.52	1.83	2.16	2.30	2.61

8. As to the average total number of hours taken by one student, English, as a department, stands near the middle of this series, because while the average student elects a greater number of English courses, the average number of semester hours in an English course is less than in other subjects. But English Composition, as a subject, is at the foot of the list:

E.Comp.	Hist.	Ger.	Lat.	Engl.	Math.	Phys.	Chem.	Bot.
.863	.95	.968	.99	1	1.009	1.11	1.15	1.40

9. Returning again to the comparative cost of departments, the average total cost of a college department for one student is again smaller for English than for any other named, and smaller still for English composition:

E.Comp.	Engl.	Ger.	Hist.	Math.	Chem.	Bot.	Phys.	Lat.
.662	1	1.21	1.37	1.54	2.40	2.75	2.79	3.27

10. The teaching hours of English instructors are not far from the average of other departments as here listed; the various ratios not far apart, though perhaps farther than might have been expected:

Bot.	E.Comp.	Hist.	Phys.	Lat.	Engl.	Chem.	Math.	Ger.
.82	.85	.90	.94	.99	1	1.09	1.19	1.20

The results of the remaining computations explained on page 24 preceding are exhibited in Table III.

TABLE III.

Subjects	11		12		13		14		15			
	Average Total Budget for Each Subject	Average Total Cost per Instructor	Average Budget per Student Enrollment	Average Cost per Student per Instructor	No. of Students per Instructor	Is High Efficiency Possible Under Existing Conditions?						
						Av. Budget per Instructor Reporting	Av. No. Pupils per Instructor Reporting	Yes	No	Yes	No	
English . . . . .	17,829.04	2585.28	18.68	76.29	2683.94	2367.84	53.66	86.42				
Mathematics . . . . .	10,515.30	2672.87	24.71	61.79	3037.63	2109.68	45.59	63.30				
History . . . . .	10,259.40	2914.08	26.10	77.88	2745.62	2664.40	62.21	95.16				
Latin . . . . .	6,519.54	2812.38	46.88	39.84	2859.93	2546.83	31.12	37.82				
German . . . . .	9,156.08	2568.06	22.14	73.84	2242.90	2320.55	52.14	73.94				
Physics . . . . .	9,821.46	3247.22	47.12	33.50	2845.35	2994.10	23.08	44.29				
Botany . . . . .	7,196.46	2647.47	36.8	33.16	2553.28	2295.87	22.33	28.08				
Chemistry . . . . .	13,384.30	3457.65	35.9	51.16	3991.61	3616.95	44.49	59.65				
English Composition . . . . .	3,060.87	1014.75	10.49	83.29	* 400.	* 633.34	* 56.44	* 69.				

\*Reports too few to be significant.

The first four columns of this table may be interpreted in terms of ratios as follows:

11. From column 11 it appears as was to be expected that the total English budget, viewed without reference to its inclusion but simply as a total, is larger

than that of any other department, Chemistry approaching it most nearly. The ratios of total budget costs are as follows:

Engl.	Chem.	Math.	Hist.	Phys.	Ger.	Bot.	Lat.	E.Comp.
1	.75	.59	.57	.55	.51	.403	.36	.17

12. But in the average budget cost per instructor for each department English is the lowest but one, as shown in column 12, and that one differs by a small fraction only; while English composition as a subject is 61 per cent lower than English:

E.Comp.	Ger.	Engl.	Bot.	Math.	Lat.	Hist.	Phys.	Chem.
.39	.99	1	1.02	1.03	1.08	1.12	1.29	1.33

13. Column 13 shows that in average budget cost per student enrollment English is much lower than any other department and that the English composition average is little more than half that of English as a whole:

E.Comp.	Engl.	Ger.	Math.	Hist.	Chem.	Bot.	Lat.	Phys.
.56	1	1.18	1.32	1.39	1.92	1.97	2.50	2.52

14. Column 14 shows that in the average total number of students per instructor English is the highest except one department differing by a small fraction, and that English composition heads the list:

E.Comp.	Hist.	Engl.	Ger.	Math.	Chem.	Lat.	Phys.	Bot.
1.09	1.02	1	.96	.80	.67	.52	.439	.434

15. The last four columns of Table III are based upon the very small number of reports, barely a dozen, that made formal statements regarding the satisfaction or dissatisfaction of instructors or administrators with the results of work done in each department. Under the affirmative and negative headings are listed in the first two columns the average budget cost per instructor for the number of instructors so reporting in each department; and in the next two columns are similarly arranged the average number of pupils in each department for the instructors reporting.

If any conclusions could be drawn from such slight data, the budget columns would seem to show that dissatisfaction does not always correspond to lower budget cost, though when all departments are averaged, the average budget for the satisfied instructors is \$2,868.32 and for the dissatisfied instructors \$2,625.36. In the pupil columns the differences are more positive; no exception appears to the rule that dissatisfaction and a larger number of pupils correspond. The general average of pupils for satisfied instructors is 43.19 and for dissatisfied ones, 62.37; a difference of almost 50 per cent. Here English and English composition show no greater differences than do some other subjects.

But as the data for these four columns are entirely insufficient, the apparent results here shown are of tentative interest only; they may or may not correspond to the facts. Apart from these, it will be seen that every other detail of every table in this part of the survey tends to establish the central proposition that in comparison with other college subjects, English and English composition in particular, besides being heavily overloaded as shown in the first part of the survey, are on the basis of the standard unit of comparison, the student-semester-hour, also very greatly under-budgeted.

## GENERAL CONCLUSIONS

While in the last thirty years the teaching of English and particularly that of English composition has made three notable advances in opposition to tradition, it has not yet been wholly freed from the power of that ancient enemy. It is now recognized that the mother tongue must be taught, that it must have all the time that can be allotted to it without positive injustice to other subjects, and it is beginning to be understood that it must be taught by teachers of special quality and training. But as yet there seems to be in the administration of English expression teaching, oral and written, no recognition or recollection of the familiar arithmetical proposition that, given any two of three factors—a quantity of work to be done, a certain number of workmen, and a specified length of time (taking for granted standard tools, space, skill of workmen, and quality of workmen and work)—the third can and must be determined in relation to the two that are given.

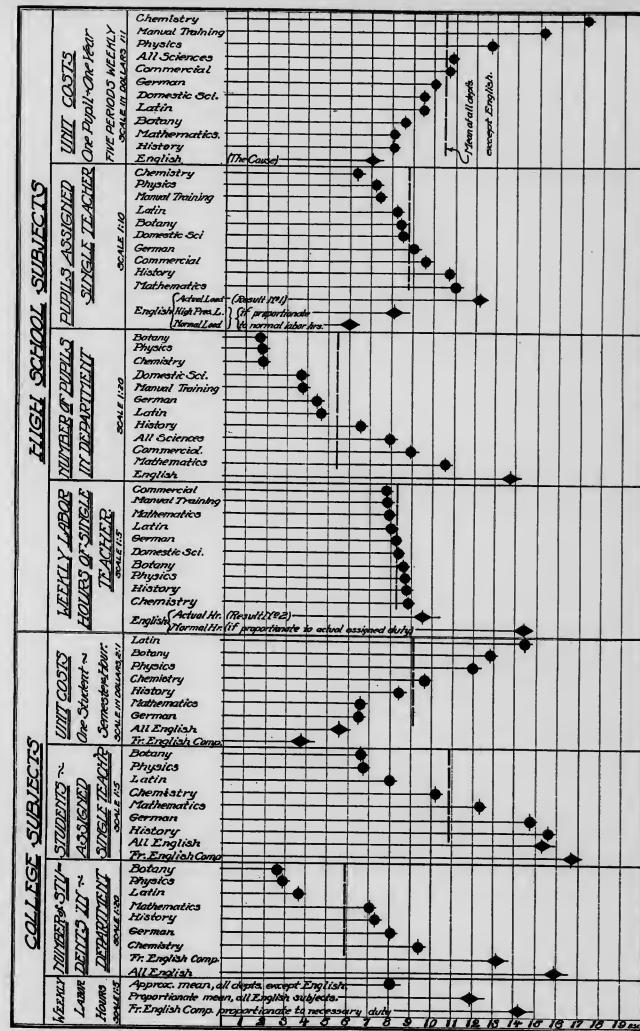
Though teachers of English have been protesting for years, the facts show that elementary arithmetic is still commonly ignored in fixing the quantity of labor to be assigned them. While many things have in recent years tended to aid them in meeting that assignment—since the teaching body has steadily gained in capacity and competence, courses are better organized, departments are more willing to co-operate, and pupils show greater interest and ambition—yet as a rule all these gains are partly or wholly neutralized because school attendance has grown far more rapidly than any other factor in the problem; and the net result is a constant and heavy increase in the overload with its complementary unit decrease in the budget. Often the limit of pupil assignment to single teachers has been raised so far above the earlier impossibly high average that all the parties concerned admit the hopelessness of attempting to teach such numbers. With this growing overload, and a budget determined by traditional instead of scientific methods, even though the teachers may not relax effort when all effort seems wasted, the teaching of English composition has become in many schools so nominal and so barren of results\* that some observers are beginning to think it entirely useless.

With some incidental adjustments and additions, those same facts, repeating the same primary lesson in educational mathematics, are herewith advertised once more. Though preceding editions of this report may not all have been disposed of in wastebaskets, the special end and justification of this one after so long an interval\*\* is first of all to recall the familiar facts with others, then to urge the making of follow-up surveys—state or local or institutional—under official authority and direction wherever possible, to correct and verify the statements of principle herein made, and then by specific application to determine from the capacity and conditions of each school just what may and may not be expected of it, so that the results when known will compel public attention. In certain states such a survey is already proposed or in progress, and in one state an analogous survey has been completed.

That state survey, various other incidental studies, and the general testimony of teachers of English have confirmed the central thesis of this report—that the

\*See the article by G. P. Wilson, What is Wrong with High School English? in the English Journal for June, 1922.

\*\*For the occasion of the delay, see prefatory account, page 4.



required duty of an English composition instructor should be defined in terms of pupils instead of number of recitation periods; and the number of instructors and necessary cost determined accordingly. But English teachers cannot put this into operation; that must be done by administrative action. Then, if a willing administrator is found, his acts are restricted by his budget; and budgets are ultimately controlled by the public. Very clearly, if this thesis is ever to be of service, administrators and the public must first be convinced that it is correct, and that arithmetic rather than precedent is the guide to be trusted in making a budget for the teaching of English expression.

Some administrators have expressed faith, and also their regret that without a budget they could do nothing. A few were able to make some reduction in the number of pupils assigned to an English composition instructor, and one reported 100 per cent gain in efficiency for a 25 per cent increase in budget. One asked his board for a budget increase adequate for full efficiency and was refused. Here and there one in the face of a huge enrollment has submitted to his English teachers this dilemma—either to have a certain sum added to the department salaries or to have the same sum expended for additional (and insufficient) help. Others have been moved to negation, and one of these emphasized his position by adding to the load of his English teachers till each of them had seven sections of 35 pupils each.

Yet, although not in agreement with tradition, it is now commonly even if reluctantly admitted that English composition is a laboratory subject. If that be granted, it can no longer be denied that the budget for English composition, without regard to other courses in English, can rightly be made only on a unit laboratory basis; since otherwise, in schools on the wrong side of the average, it has been demonstrated and admitted that in greater or less degree the teaching of composition must be a failure. The proper cost of English composition would be dependent in part upon the need of having the best and therefore the highest-priced teachers, but chiefly upon having such a number of teachers that the number of pupils assigned each might be properly limited.

The data of the preceding report seem to indicate that the unit cost of English composition will probably not have to be as large as that of science, because composition does not require expensive equipment constantly renewed; and as a change in the composition budget does not necessarily involve other English subjects, the unit increase in the cost of English as a department will be proportionately still less. But the number of pupils in composition is so much greater than in science that if, even when leaving other English subjects where they are, the English budget makes reasonable provision for the needs of composition, that provision will probably send the total of that budget, now almost the same as that of science, well above the science total. Before this is likely to come to pass, the situation must be really understood by all parties concerned; and then ultimately the public will decide the question whether it wishes to offer to every pupil opportunity to secure requisite knowledge and control of the speech of his country, or prefers instead either to continue indefinitely the present system of costly make-believe, or else as has been now and then proposed, to throw training in English expression entirely overboard.

But to engage public attention for that question will take much besides the republishing of this report in another edition or in a hundred; a single utterance

however multiplied, even if it were inspired and wholly inerrant, cannot suffice. Further evidences and further utterances must follow without limit in number or time. Such local surveys as already mentioned should definitely and with authority ascertain the situation in every school or group of schools; and whether matter for pride or amendment, if good is to come, the result must be known in every home. Happily, newspaper publicity, general and local, for educational discussion and particularly of matters relating to English and English teaching, is not so hard to get as it used to be.

While the answer to that question cannot be anticipated with certainty, the universal public interest shown in the movement for Better English, and the general and active co-operation of everybody with that movement, afford reason to hope that the reply may go a step beyond Better English and favor the Best English, which besides practical and commercial values fully equal to those of science and quite as likely to pay satisfactory cash dividends on the investment, has social and spiritual values worth tenfold as much. If the public now pays large and growing sums for Bad English and then complains of the badness of that English rather than of its cost, it is at least possible that the same public may eventually, however remote the day, be willing to make the necessary and reasonable addition to its present ineffective outlay for the teaching of English expression, if thereby it may ensure the desired return. The recipe for Best English contains at least two principal ingredients—a capable teacher and a pupil assignment within his capacity. Neither can be left out; but it is a simple matter to add the one that is missing, and so to give the capable teacher a chance to teach.

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